

GRADE 3

PRIMARY 3



South Dakota STEP



Grade 3



Directions for Administering

FORM D

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TEST ADMINISTRATOR CHECKLIST OF ACTIVITIES

Before test administration

- ☐ Attend a training session provided by your Test Coordinator
- ☐ Review this manual and any specific instructions provided by your Test Coordinator
- ☐ Follow your school's testing schedule
- ☐ Inform students of scheduled testing dates and times
- ☐ Arrange for appropriate physical conditions for testing
- ☐ Arrange for the provision of testing accommodations (if applicable)
- ☐ Assemble the materials needed for testing
- ☐ Ensure that you have received all necessary test materials from your Test Coordinator

During test administration

- ☐ Follow all directions as stated in these *Directions for Administering*
- ☐ Ensure that student demographic information is completed on the test booklets prior to the first test session. If using Pre-ID labels, follow the instructions provided by your Test Coordinator.
- ☐ Maintain test security before, during, between, and after each testing session

After test administration

- ☐ Inspect students' test booklets, ensuring that all information is completed accurately
- ☐ Ensure that information related to the students' education status (LEP, IEP, or 504) and Students with Disabilities status is completed (if applicable)
- ☐ Complete the Scoring Services Identification (SSID) sheet and paper-band the bundle of students' test booklets
- ☐ Return ALL test materials to your Test Coordinator

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GENERAL DIRECTIONS FOR ADMINISTERING

Preliminary Planning

Familiarize yourself with these *Directions for Administering*.

Inform students in advance of scheduled testing dates and times. Remind students to bring sharpened No. 2 pencils to the testing sessions as well as something to read if they finish early.

Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students. Students should be seated so that there is enough space between them. Post a “Testing — Do Not Disturb” sign on the door. If the group is larger than a normal-sized class, it is recommended that there should be one assistant for every 25 students.

Proposed Schedule for Administering

The *Dakota STEP* subtests are untimed. Approximate testing times are included below for each of the subtests for planning purposes only. The time allotted for the administration of each of the subtests should be adequate for most students. However, additional time should be provided for students to complete each of the subtests as long as they are actively engaged in testing. Please ensure that students have completed each session accurately before collecting their test booklets.

The subtests may be administered in separate sessions, or you may combine subtests if your testing schedule permits. It is strongly recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted within these *Directions for Administering*.

SUBTEST	APPROXIMATE TESTING TIME
Word Study Skills	30 minutes
Reading Vocabulary	30 minutes
Reading Comprehension	
First Session	60 minutes
Second Session	60 minutes
Mathematics Problem Solving	
First Session	60 minutes
Second Session	60 minutes
Third Session	60 minutes
Mathematics Procedures	60 minutes

GENERAL DIRECTIONS FOR ADMINISTERING

Test Security

Before you administer the *Dakota STEP*, you will be asked to review and sign the *Test Security Affidavit* provided by your Test Coordinator. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

It is important to follow test security measures before, during, between, and after testing to ensure the integrity and validity of the assessment. All testing materials must be kept in a secure location except when being used to test students. Breaches in security include, but are not limited to:

- keeping or reproducing any test booklets
- coaching students or altering student responses in any way
- allowing any unauthorized access to test materials before, during, between, or after testing

Any potential breach of test security should be reported immediately to your Test Coordinator.

Materials Required by the Test Administrator

1. Directions for Administering
2. A supply of *Dakota STEP* test booklets, including one for demonstration purposes
3. A supply of sharpened soft-lead (No. 2) pencils with erasers
4. A supply of scratch paper for both mathematics subtests
5. A supply of rulers with inch and centimeter markings for the *Mathematics Problem Solving* subtest. Rulers are included in the packet of ancillary materials provided by Harcourt Assessment.

Materials Required by Each Student

1. A *Dakota STEP* test booklet
2. Two sharpened soft-lead (No. 2) pencils with erasers
3. Several sheets of scratch paper for both mathematics subtests
4. A ruler with inch and centimeter markings for the *Mathematics Problem Solving* subtest

SPECIFIC DIRECTIONS FOR ADMINISTERING

Maintain a natural classroom atmosphere during the test sessions, and encourage students to do their best. To avoid interruptions during the test sessions, make sure that students have had an opportunity to visit the restroom and to get a drink of water before beginning each test session.

All directions and test questions that you are to read to students are printed in **boldface text**. Read them exactly as they are written, using a natural tone and manner. If necessary, you may supplement the directions with your own explanations, but do not give help on specific test questions. If you make a mistake when reading a direction or question, stop and say, "No, that is wrong. Listen again." Then read the direction or question again.

Check periodically throughout the test sessions to make sure that students are following instructions and recording their answers correctly in their test booklets. Remind students to handle their test booklets with care and record their answers with heavy, dark pencil marks. See that students keep working until the end of each subtest (or session). Collect the test booklets from students who finish early. These students may sit quietly and read until others have completed the subtest.

Assessment Accommodations

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities and students who are limited English proficient. Accommodations should be in place at least 5 weeks prior to test administration.

Please refer to the chart on the following page which lists the allowable accommodations for the *Dakota STEP* assessment. The accommodations are numbered 1 through 20 and correspond to Box 6—SUBJECTS FOR ACCOMMODATIONS on the demographic information page of students' test booklets. Following the test administration, Test Administrators or case managers are to grid the corresponding circle for each accommodation provided for each content area.

Large-Print and Braille Test Materials

Large-print versions of the *Dakota STEP* assessment are available for visually impaired students whose IEPs call for such test materials. In most situations, a student's sight/vision disability precludes his/her ability to use a regular test booklet. The Test Administrator and the student should determine the best method for the student to record his/her responses to the test questions. Students may mark directly on the test booklet or, if tested individually, respond orally to the Test Administrator. In either case, the Test Administrator must transfer or record all student responses to the regular test booklet using a sharpened, soft-lead (No. 2) pencil. Students using the large-print test booklets should have a large workspace to accommodate an open 11" × 17" test booklet. Special attention should also be given to lighting considerations for low-vision students.

Please check with your Test Coordinator for special instructions and test materials if administering a Braille test form.

SPECIFIC DIRECTIONS FOR ADMINISTERING

Utilize the following chart to complete Box 6, "SUBJECTS FOR ACCOMMODATIONS," on the demographic information page of the students' test booklets.

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
							Presentation Accommodations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Frequently Asked Questions: Assessment Accommodations

- Q: Can a student use Dragon Dictate on the *Dakota STEP* assessment if it is an accommodation he/she usually uses?
- A: Various states use communication boards. Dragon Dictate may be utilized for items such as writing or multiple-choice questions. Dragon Dictate should not be used as a text-to-speech tool for the Reading Comprehension subtest because it would change the “construct” being measured, which would invalidate the results of this subtest.
- Q: Can a student use Dragon Naturally Speaking on the *Dakota STEP* assessment if it is an accommodation he/she uses daily?
- A: Dragon Naturally Speaking can be utilized the same as Dragon Dictate. Kurzweil Education Systems, Inc. software can be utilized provided it is not utilized to read the passages in the Reading Comprehension subtest, which would invalidate the results of this subtest. It should not be utilized for any items omitted for Braille.
- Q: Can a student use a multiplication chart on the *Dakota STEP* assessment?
- A: As long as use of a multiplication chart is listed on the student’s IEP, an individual chart, kept at the student’s desk, may be used.
- Q: If a student reads the passages in the Reading Comprehension subtest, can the Test Administrator read the questions to the student?
- A: Letting a student read the passages and then having the Test Administrator read the questions to the student is permissible if it is listed in the student’s IEP and it is similar to what has previously been done in the classroom.

SPECIFIC DIRECTIONS FOR ADMINISTERING

Preparing Student Test Booklets

Your Test Coordinator will provide you with specific instructions regarding the application of Pre-ID labels and/or pre-filling the student demographic information on the test booklets.

For students WITHOUT Pre-ID labels, the following demographic identification sections must be completed by hand. It is strongly recommended that this information be completed prior to test administration to enhance accuracy.

- **STUDENT NAME**—In Box 2, students should fill in their last name, first name, and middle initial, and then grid the appropriate letter below each box.
- **RACE/ETHNICITY**—In Box 3, the South Dakota Department of Education requires students to grid “Race/Ethnicity.” Ethnic identification is a student’s personal choice. No corrections should be made to a student’s selection. Grid one of the following:
 - White (Non-Hispanic)
 - Black or African American (Non-Hispanic)
 - Hispanic
 - Asian or Pacific Islander
 - American Indian or Alaska Native
 - Other
- **GENDER**—In Box 4, students should grid the appropriate bubble.
- **DATE OF BIRTH**—In Box 7, students should fill in and grid the month, day, and year of their birth.
- **STUDENT NUMBER**—In Box 8, fill in and grid the 9-digit student number. The South Dakota Department of Education requires that all districts use the Student Information Management System (SIMS) number for each student.

Distributing Student Test Booklets

Be sure all desks or tables are cleared of books and other materials not needed for the test. See that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Before distributing the test booklets,

SAY For the next few days, you will be taking the *Dakota STEP* test. This test is designed to show how much you have learned.

I will give you each a test booklet. Leave your test booklet closed until I tell you what to do.

Distribute the *Dakota STEP* test booklets with the demographic information page facing up.

SAY At the top of the page in Box 1, on the line where it says “Student Name,” carefully print your last name, and then your first name and middle initial. STOP if you have a pre-printed label on your test booklet.

If you have students that do NOT have pre-printed labels, follow the instructions in the previous section. Students should complete the information in Boxes 2, 3, 4, 7, and 8 on the demographic information page.

Remind students to handle their test booklets with care; to record their answers with heavy, dark marks; and to avoid making any stray marks on their test booklets.

WORD STUDY SKILLS

Make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet. Do not open your test booklet until I tell you what to do.

Distribute the test booklets. When all students have their test booklets,

SAY Open your test booklet to the Word Study Skills subtest on page 2, where you see the picture of the blocks with letters at the top of the page.

Walk around the room to be sure everyone is looking at the correct page. Then read the directions and go over Sample A.

SAY Look at the directions in the first column at the top of the page. Follow along in your test booklet as I read them aloud. "Directions: In each question, there are three words. Decide which word is made up of two words. Then mark the space for the answer you have chosen."

Now look at Sample A below the directions in the first column. Here you see the words *classroom* ... *about* ... and *honey*. Which one of these words has two words in it?

Pause for replies.

SAY Yes. That's right. *Classroom* is made up of two words, *class* and *room*. That is why the space for letter "A" has been filled in, because *classroom* is the correct answer. Are there any questions?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Find Number 1, right below the sample.

Check to make sure everyone has found Number 1.

SAY You will do the rest of the questions in the first column on your own. In each group of words, find the word that is made up of two words. Then mark the space for the answer you have chosen. When you come to the word "STOP" after Number 3, put your pencil down and wait. If you mark an answer and then want to change it, be sure to erase your first answer completely.

Are there any questions?

Answer any questions. Repeat the instructions, if necessary.

WORD STUDY SKILLS

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish Number 3. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

When all students have finished,

SAY Now we will do a different activity. Look at the directions at the top of the second column. Read them to yourself as I read them aloud. “Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”

Now look at Sample B below the directions. Read the question and the answer choices to yourself as I read them aloud. “In the word submarine, sub probably means – very ... under ... not.” Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. The *sub* in *submarine* means the same as *under*. That is why the space for “B,” for the word *under*, has been filled in. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY You will do the rest of the questions on this page and the next page on your own. Read the question and the answer choices and choose the best answer. Then mark the space for the answer you have chosen. Work until you come to the word “STOP” after Number 8. Do not go on to any other questions. If you mark an answer and then want to change it, be sure to erase your first answer completely.

Does everyone understand what to do?

Answer any questions. Repeat the instructions, if necessary.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish Number 8. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

When all students have finished,

SAY Now turn to page 4 and look at the directions. Read them to yourself as I read them aloud. “Directions: Look at the word with the underlined letter or letters. The underlined letter or letters stand for a sound. Decide which of the other three words has the same sound in it. Then mark the space for the answer you have chosen.”

WORD STUDY SKILLS

SAY Now look at Sample C. Here you see four words. The word in the box is *sleep*. The letters “*s/*” in *sleep* have a line under them. Think of the sound of the letters “*s/*” in *sleep*. Now look at the three words in the row below the box. Which word has the same “*s/*” sound as the letters “*s/*” in *sleep*?

Pause for replies.

SAY Yes. That’s right. *Sled* has the same “*s/*” sound as *sleep*. That is why the space for “*B,*” under the word *sled*, has been filled in to show that it is the right answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY You will do all of the questions like this on your own. For each question, look at the word in the box and say it quietly to yourself. Listen for the sound or sounds that are made by the letter or letters that have lines under them. Then say the other three words in the row below the box quietly to yourself. Mark the space under the word that has the same sound or sounds as the underlined letter or letters in the first word. If you mark an answer and then want to change it, be sure to erase your first answer completely.

When you come to the bottom of page 5, where you see the word “STOP,” put your pencil down. You may check your work on these two pages, but do not look at any other pages. Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working now.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish all the questions through page 5. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

This testing session is untimed. After about 15 minutes, or when most students have finished,

SAY If you have finished, close your test booklet and raise your hand. I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the next subtest.

READING VOCABULARY

If you are beginning a new testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet. Do not open your test booklet until I tell you what to do.

Distribute the test booklets. Check to see that each student receives the test booklet with his/her name on it. When all students have their test booklets,

SAY Open your test booklet to the Reading Vocabulary subtest on page 6, where you see the picture of the crossword puzzle at the top of the page.

Walk around the room to be sure everyone has the correct page showing. Booklets should be open flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen."

Now find Sample A under the directions.

Make sure everyone has found Sample A.

SAY Read Sample A to yourself as I read it aloud. "Under means — A, away ... B, here ... C, below ... D, ago." Which word means the same, or about the same, as the word under?

Pause for replies.

SAY That's right. Below means about the same as under. The space for the letter "C" next to below has been filled in to show that it is the right answer. Does anyone have a question?

Answer any questions students may have. Repeat Sample A, if necessary.

SAY Find Number 1, right below Sample A.

Check to make sure everyone has found Number 1.

SAY You will begin here and do the rest of these on your own. Remember, decide which word means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen in your test booklet. If you mark an answer and then want to change it, be sure to erase your first answer completely. Work until you come to the word "STOP" at the bottom of page 7. Do not go on past page 7, where you see the word "STOP."

Does everyone understand what you are to do?

Answer any questions.

READING VOCABULARY

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 7. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

When all students have finished,

SAY Now look at the directions at the top of the next page, page 8.

Check to make sure that everyone has found the directions.

SAY Read the directions to yourself as I read them aloud. "Directions: Read the sentence in the box. Then choose the answer in which the underlined word is used in the same way. Mark the space for the answer you have chosen."

In Sample B, read the sentence in the box to yourself as I read it aloud. "Henry broke his pencil." Now look at the question below the box. "In which sentence does the word broke mean the same as in the sentence above?"

Read the answer choices to yourself as I read them aloud. "A, *She broke into a run.* ... B, *I broke the glass.* ... C, *He broke his word.* ... D, *Joyce's face broke out.*" In each of these sentences the word *broke* has a different meaning, doesn't it? In the first sentence, *broke* means "began suddenly." In the second sentence, *broke* means "cracked into pieces." In the third sentence, *broke* means "did not carry out." In the fourth sentence, *broke* means "erupted." Which meaning is the same as *Henry broke his pencil*?

Pause for replies.

SAY Yes. That's right. The space for the letter "B," *I broke the glass*, has been filled in to show that it is the correct answer. In that sentence, *broke* means the same thing as it does in the sentence in the box, so that is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY You will do the rest of these by yourself. Remember, the same word has different meanings in the sentences. Choose the sentence in which the word means the same thing as the underlined word in the sentence in the box. If you mark an answer and then want to change it, be sure to erase your first answer completely.

Now put your finger on Number 11, right below Sample B.

Check to make sure that everyone has found Number 11.

READING VOCABULARY

SAY You will begin here and do the rest of this page and the next page on your own. Work until you come to the word “STOP” at the bottom of page 9. If you finish before I tell you to stop, put your pencil down and wait. You may check your work on pages 8 and 9, but do not go on to any other part of the test. Are there any questions?

Answer any questions. Repeat the instructions, if necessary.

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 9. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

When all students have finished,

SAY Now look at the directions at the top of page 10. Read the directions to yourself as I read them aloud. “Directions: As you read each sentence, use the other words in the sentence to help you figure out what the underlined word means. Then mark the space for the answer you have chosen.”

Now read Sample C to yourself as I read it aloud. “It was a gorgeous day with plenty of sunshine and a blue sky. Gorgeous means — A, *beautiful* ... B, *rainy*... C, *cloudy* ... D, *dark*.” Which word means the same as the underlined word in the sentence?

Pause for replies.

SAY There is a clue in the sentence, isn’t there? Even if you don’t know what *gorgeous* means, you know that a day with plenty of sunshine and a blue sky wouldn’t be *rainy, cloudy, or dark*. So the word *beautiful* is the right answer. The answer space for the letter “A” has been marked because *beautiful* means about the same as the underlined word, *gorgeous*. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Now put your finger on Number 15, right below Sample C.

Make sure everyone has found Number 15.

SAY You will begin here and work until you come to the word “STOP” at the bottom of page 11. If you finish before I tell you to stop, you may check your work on this page and the next page only. If you mark an answer and then want to change it, be sure to erase your first answer completely. Do not go on to any other pages. Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

READING VOCABULARY

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 11. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

This testing session is untimed. After about 15 minutes, or when most students have finished,

SAY If you have finished, close your test booklet and raise your hand. I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the next subtest.

READING COMPREHENSION

First Session

If you are beginning a new testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet. Do not open your test booklet until I tell you what to do.

Distribute the test booklets. Check to see that each student receives the test booklet with his/her name on it. When all students have their test booklets,

SAY Open your test booklet to the Reading Comprehension subtest on page 13, where you see the picture of the open book at the top of the page.

Walk around the room to be sure everyone has the correct page showing. Booklets should be open flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen." Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Read the poem quietly to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at Sample A. Read the sample question to yourself as I read it aloud. "You can tell that the speaker does not like—A, hearing the alarm clock ... B, eating breakfast... C, mowing the grass ... D, riding in a car." Which is the correct answer?

Pause for replies.

SAY Yes. That's right. The speaker in the poem says, "Turn it off! Turn it off!" when the alarm clock rings. The space for "A," hearing the alarm clock, has been filled in to show that it is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Now look at Sample B. Read the question to yourself. Mark the space for your answer in your test booklet.

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

READING COMPREHENSION

First Session (continued)

SAY That's right. You should have marked the answer space for "D," *Thinking about when you first wake up*. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Turn to the next page. You will do the rest of the stories and questions by yourself. After you finish this page, keep working until you come to the end of page 31, where you see the word "STOP." When you finish, you may check your work on pages 14 through 31, but do not go on to any other pages. Remember, if you mark an answer and then want to change it, be sure to erase your first answer completely. Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working now.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 31. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but do not give help on specific test questions.

This testing session is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the second half of the Reading Comprehension subtest.

READING COMPREHENSION

Second Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his or her own test booklet, two sharpened soft-lead (No. 2) pencils, and an eraser.

SAY Open your test booklet to page 32 of the Reading Comprehension subtest. You will see the passage titled *Mrs. Mallory's Cat* at the top of the page.

Make sure all students have the correct page showing.

SAY Starting with this page, you will continue, as we did before, to read each passage and answer the questions that follow the passage. Choose the best answer for each question and then mark the space for your answer in your test booklet. If you mark an answer and then want to change it, be sure to erase your first answer completely. Keep working until you come to the bottom of page 51 where you see the word "STOP." If you finish early, you may check your work on pages 32 through 51 only. Do not go back to or go on to any other pages.

Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question.

You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they continue working until they finish the questions on page 51. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This session is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the next subtest.

MATHEMATICS PROBLEM SOLVING

First Session

If you are beginning a new testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students will need scratch paper and rulers with inch and centimeter markings on them.

SAY I am going to give you your test booklet, some scratch paper, and a ruler. You will need the ruler to answer some of the questions. Don't open your test booklet until I tell you what to do.

Distribute the test booklets. Distribute the scratch paper and rulers. Check to see that each student receives the test booklet with his/her name on the back cover.

SAY Open your test booklet to the Mathematics Problem Solving subtest on page 52, where you see the picture of the ruler at the top of the page.

Walk around the room to be sure everyone has the correct page showing. Booklets should be open flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space for the answer."

Now put your finger on Sample A at the top of the page.

Make sure all students have found Sample A.

SAY Read the sample question to yourself as I read it aloud. "*Seven plus blank equals thirteen. What number should be written in the box to make this sentence true?*"

Pause for replies.

SAY That's right. The number *six* should be written in the box because *seven plus six equals thirteen*. The space for the letter "C" has been filled in to show that answer "C," *six*, is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Now put your finger on Sample B. Read the question to yourself as I read it aloud. "*Jonah is sixth in line to get a ticket to ride the roller coaster. How many children are in front of him?*" Mark your answer in your test booklet.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

MATHEMATICS PROBLEM SOLVING

First Session (continued)

SAY That's right. You should have marked the answer space for the letter "A," *five*, because if Jonah is *sixth* in line, that means there are *five* children in front of him. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Now find Number 1 at the top of the next column.

Make sure everyone has found Number 1.

SAY You will begin here and do the rest of these problems on your own. Remember, read the question and choose the best answer. Then mark the space for your answer in your test booklet. If you mark an answer and then want to change it, be sure to erase your first answer completely. After you finish this page, continue working on pages 53 through 63. Keep working until you come to the word "STOP" at the bottom of page 63. If you finish working, you may check your work on pages 52 through 63, but do not go on to any other pages. Use the scratch paper I gave you for working out the problems. You will need a ruler to answer some of the questions.

Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you. You may begin working now.

While the students are working, walk around the room to make sure they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 63. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This session is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working

If you wish to end the testing session at this time, collect the rulers for use in the next session. Collect the scratch paper and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the next part of the Mathematics Problem Solving subtest.

MATHEMATICS PROBLEM SOLVING

Second Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his/her test booklet, two sharpened soft-lead (No. 2) pencils, an eraser, a ruler, and scratch paper.

SAY Open your test booklet to page 64 of the Mathematics Problem Solving subtest. You will see problem number 31 at the top of the page.

Make sure all students have the correct page showing.

SAY Starting with this page, you will continue, as we did before, to work the problems in your test booklet. Choose the best answer and then mark the space for your answer in your test booklet. You may need your ruler to answer some of the questions. Use the scratch paper to work out the problems. If you mark an answer and then want to change it, be sure to erase your first answer completely. Keep working until you come to the bottom of page 75 where you see the word "STOP." If you finish early, you may check your work on pages 64 through 75 only. Do not go back to the other sessions or go on to any other pages.

Does everyone understand what to do?

Answer any questions.

SAY You will have as much time as you need to work on this part of the test. If you have trouble reading a question, raise your hand and I will help you. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question.

You may begin working now.

While the students are working, walk around the room to make sure they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 75. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This session is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

If you wish to end the testing session at this time, collect the rulers for use in the next session. Collect the scratch paper and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the third session of the Mathematics Problem Solving subtest.

MATHEMATICS PROBLEM SOLVING

Third Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his/her test booklet, two sharpened soft-lead (No. 2) pencils, an eraser, a ruler, and scratch paper.

SAY Open your test booklet to page 76 of the Mathematics Problem Solving subtest. You will see problem number 66 at the top of the page.

Make sure all students have the correct page showing.

SAY Starting with this page, you will continue, as we did before, to work the problems in your test booklet. Choose the best answer and then mark the space for your answer in your test booklet. You may need your ruler to answer some of the questions. Use the scratch paper to work out the problems. If you mark an answer and then want to change it, be sure to erase your first answer completely. Keep working until you come to the bottom of page 88 where you see the word "STOP." If you finish early, you may check your work on pages 76 through 88 only. Do not go on to any other pages.

Does everyone understand what to do?

Answer any questions.

SAY You will have as much time as you need to work on this part of the test. If you have trouble reading a question, raise your hand and I will help you. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question.

You may begin working now.

While the students are working, walk around the room to make sure they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 88. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This session is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

Collect the rulers. Collect the scratch paper and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering the next subtest.

MATHEMATICS PROCEDURES

If you are beginning a new testing session, have all desks cleared of books and other materials not needed for the subtest, and see that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and some scratch paper. Don't open your test booklet until I tell you what to do.

Distribute the test booklets. Check to see that each student receives the test booklet with his/her name on the back cover. Distribute the scratch paper.

SAY Open your test booklet to the Mathematics Procedures subtest on page 90, where you see the picture of the mathematics symbols at the top of the page.

Walk around the room to be sure everyone has the correct page showing. Booklets should be open flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer. If a correct answer is *not here*, mark the space for NH."

Now look at Sample A in the box below the directions. Here you see an addition problem – *fifty-three plus twenty-one*. Is the answer *seventy-three, seventy-four, eighty-four, one hundred three*, or is the answer *not here*?

Pause for replies.

SAY Yes. That's right. *Fifty-three plus twenty-one equals seventy-four*. The space for the letter "B" has been filled in to show that answer "B," *seventy-four*, is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Now move down to Sample B. Read the question to yourself as I read it aloud. "*Myra sold six hundred seventy-three tickets to the school fair. Jacob sold four hundred ninety-four tickets. How many more tickets did Myra sell than Jacob did?*" Mark your answer in your test booklet.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY Yes. You should have marked the space for letter "E," *NH*, because the answer to this question, *one hundred seventy-nine*, is *not here*. Are there any questions?

Answer any questions. Repeat Sample B, if necessary. Make sure all students have marked the sample correctly and that they understand the *not here* option.

MATHEMATICS PROCEDURES

SAY Now move to Number 1 at the top of the second column.

Make sure all students have found Number 1.

SAY You will begin here and do the rest of these problems on your own. First look at the problem and decide on an answer. Then mark the space for your answer in your test booklet. If your answer is *not here*, mark the space for *NH*. Use the scratch paper I gave you to work out the problems. If you mark an answer and then want to change it, be sure to erase your first answer completely. After you finish this page, continue working on pages 91 through 97. Work until you come to the word “STOP” at the bottom of page 97. If you finish, you may check your work on pages 90 through 97, but do not go on to any other pages. Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you have any problems, raise your hand and I will come help you.

You may begin working.

While the students are working, walk around the room to make sure they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the question on page 97. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This subtest is untimed. After about 60 minutes, or when most students have finished,

SAY If you have finished, raise your hand and I will collect your test booklet. After I have collected your test booklet, you may sit quietly or read if you wish. If you have not finished, please continue working.

Collect the scratch paper and dispose of it. This concludes the *Dakota STEP* assessment. Please see the next section of these *Directions for Administering* for instructions on preparing student test booklets for scoring.

PREPARING STUDENT TEST BOOKLETS FOR SCORING

Inspect and Organize Student Test Booklets

Careful inspection of the students' test booklets will help prevent scoring delays.

After each testing session and at the end of the final testing session, you must make sure that the test booklets are undamaged and complete and that they contain all appropriate identification information.

Inspect all test booklets for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pens, felt-tipped pens, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil. Check the answer sections for all subject areas. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and incomplete erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased. Remove any loose sheets of paper.

Inspect test booklets for damage. No tape, staples, paper clips, or other foreign objects or substances can be on the test booklets. Test booklets which are not in good physical condition (bent corners, folds, or wrinkles) cannot be scanned by electronic machines.

Complete Boxes 5 and 6 for special populations. Test Administrators should complete Box 5, "CLASSIFICATION," and Box 6, "SUBJECTS FOR ACCOMMODATIONS," following the administration of the *Dakota STEP*.

PREPARING STUDENT TEST BOOKLETS FOR SCORING

Verify and Complete the SSID Sheet

The Scoring Services Identification (SSID) sheet is used by the Scoring Center to identify the source and expected quantity of the used student test booklets you return. It is important that all of the necessary information is printed and/or gridded accurately on this sheet. SSID sheets are scannable documents. **Photocopies are not acceptable for Scoring Center use.** If you do not have a scannable, preprinted SSID, obtain one from your Test Coordinator.

SIDE 1 of the SSID Sheet

Verify the preprinted information on the SSID sheet including the division name, city, state, school name, and grade.

Enter the NUMBER OF DOCUMENTS in the lower left corner of Side 1 of the SSID sheet. The number in these columns **must** match the number of test booklets submitted for scoring from your classroom. You must right-justify and zero-fill the quantity of test booklets returned. For example, a bundle of 15 test booklets would be recorded as "0015." Grid the corresponding circles in each column.

SIDE 2 of the SSID Sheet

Side 2 of the SSID sheet must be completed for grades 3 through 5 to generate a class-level score report. Please complete the following information:

- **IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE**—You must grid this circle if completing information on Side 2 of the SSID sheet.
- **TEACHER, COUNSELOR, OR GROUP NAME**—Print your name in the boxes, and then grid the corresponding circles.
- **GROUP CODE**—Print your teacher certification number (optional).

Each classroom constitutes a separate grouping. Each Test Administrator must place a completed SSID sheet on top of the test booklets. Arrange the test booklets so that the back cover with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Place the paper band provided around the stack. (A paper band is a long piece of paper that must be wrapped around each bundle of test booklets and fastened to itself with tape.) Be sure that the paper band is also clearly marked with the school name and grade. Count the total number of bundles of test booklets and number them sequentially (e.g., 1 of 5, 2 of 5, etc.) on the paper band of each grouping. **Do not bind test booklets with rubber bands; they will damage the edges.**

PREPARING STUDENT TEST BOOKLETS FOR SCORING

Return Test Materials to Your Test Coordinator

Once you have paper-banded the student test booklets, collect all unused test booklets and return all testing materials to your Test Coordinator.

**Thank you for your time and effort during the
Dakota STEP administration.**



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